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Seventy-Fifth Annual Report  
OF THE  
South Carolina School for the  
Deaf and the Blind

CEDAR SPRING, S. C.

1923



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1924

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MAIN BUILDING.  
School for the Deaf and the Blind, Cedar Spring, S. C.

## BOARD OF COMMISSIONERS.

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J. F. CLEVELAND, *Chairman*  
PAUL V. MOORE    W. B. PATTON    W. W. BALL  
J. H. HOPE, *Ex-Officio*.

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## LETTER OF TRANSMITTAL.

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### SOUTH CAROLINA SCHOOL FOR THE DEAF AND THE BLIND.

Cedar Spring, S. C. January 31, 1924.

*Hon. J. H. Hope, State Superintendent of Education, Columbia,  
S. C.*

Honored Sir:

I am pleased to place in your hands the Seventy-fifth Annual Report of the South Carolina School for the Deaf and the Blind and ask that you transmit it to the people of this State through their accredited representatives in the General Assembly.

This report gives, in condensed form, a review of the life and work of one branch of special education fostered by this State. We hope those who read this report will not fail to understand that at Cedar Spring boys and girls, lacking one of the five senses, are prepared for life. We beg to call attention to the fact that this school is converting handicapped children into a substantial citizenry. This school is proud of its alumni and it has a right to be.

Any school that can show so large a percent of its enrollment in the various colleges of the land as can this school is worthy of the most liberal support: and I bespeak this support for it.

It is unfortunate that more of the people of this State are not familiar with the results secured at this school. A few hours



spent at Cedar Spring would convince anyone that the State gets a full return for every dollar that she invests there.

Respectfully submitted,

J. F. CLEVELAND,

Chairman Board of Commissioners,  
S. C. School for the Deaf and the Blind.

SUPERINTENDENT'S REPORT.

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*To the Board of Commissioners of the South Carolina School  
for the Deaf and the Blind:*

Gentlemen:

As the Executive Head of this School, I am pleased to place before you the seventy-fifth annual report of this School. The report contains a review of the leading events in the life of the School for the past scholastic year. I make this report in accordance with the long established custom and because I believe it expedient that every man holding a position of public stewardship should render an account of his official doings.

Seventy-five years is a long period for a man to be associated with and study the problem of any definite undertaking: this has been my good fortune. I have seen this school grow from a simple private school of five deaf children with one teacher to a complex organization with over 300 children and thirty-four teachers and instructors. I have seen the people of this State marvel, because a blind man had been taught to read, and I have seen the people of this same State feel it nothing strange, but only an honor, to see a young blind man deliver the valedictory at our State University.

And yet there are many problems connected with this special line of education that I feel have not been solved; problems that one could not expect to see solved in so short a time. We are still in the hands of the theorists, but we are fast emerging into the field of the practical. Science is coming to our aid and while the totally deaf child will never be made to hear, or the totally blind child to see, still science and intelligence will enable us to conserve and increase a residuum of hearing or sight found in any child.

The scholastic year closed goes into history as a year marked for the good results accomplished in all the various departments. There was harmony; there was cooperation; there was progress. Probably the outstanding feature of the year was the development to a higher degree of the loyalty of the boys and the girls to the School and the development of a more eager desire upon the part of the teachers and instructors to give out their best.



There were many causes for this outstanding feature of the work, which will appear as the report is unfolded under its various headings.

#### ATTENDANCE.

During the past fiscal year there were enrolled at the school three hundred, forty-five children classified as follows:

##### WHITE.

Deaf .....	174
Blind .....	85
Blind-Deaf .....	2

##### COLORED.

Deaf .....	47
Blind .....	37

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Total ..... 345

For the same period last year we carried an enrollment of three hundred thirty-two: therefore there has been an increase of thirteen. There was an increase in the department for white children of seventeen and a decrease in the department for colored of four. This decrease in the colored department was probably due in a measure to the general exodus of the negro race from this State.

Ten years ago our school had an enrollment of two hundred, twenty-six which gives us an increase of one hundred, nineteen, or more than fifty per cent for the past decade. We are rapidly approaching our capacity in all departments and it will be necessary to have increased facilities at an early date if the State expects to continue to offer to all the deaf and the blind children within her borders the advantages of an education. While we have not been forced up to the present to deny admission to any child of proper school age, we have been forced to crowd our dormitories, school-rooms and industrial rooms.

#### HEALTH.

In discussing this phase of school life, it is difficult not to touch upon every field of our labor, for there is hardly a thing

done or move attempted that does not have as its basic principle the betterment of the health of the children and of our household. And we feel that the results obtained justify the thought and labor expended. We realize that many of our children are physically sub-normal—the disease that left them deaf or blind also left them with other organs impaired and knowing this, we feel it our duty to direct our energy to a very large extent to their physical betterment. Athletics can never be carried to an extreme in a school like this.

Eearly in the school year, we were visited by an epidemic of influenza, which spread rapidly over the entire school despite the strictest of quarantine methods. We had more than one hundred, fifty cases of this disease, including children, teachers, officers and servants. While the type was not as severe as that we had on a former occasion, still we had more of it. We are glad to report that we did not have a single death, though one boy developed pneumonia and was quite sick for several days.

On January 1st, a twelve year old colored boy in the department for the blind, died of chronic nephritis. He entered school that fall for the first time and had always been delicate, not being able to attend his school work regularly.

With the exception of the epidemic noted above and the death of the colored boy, we had a very remarkable year from the standpoint of the health of our school. Our records show that the loss of time from work was the lowest that it has ever been. What little sickness we had was of a temporary nature and caused no concern to the school authorities.

Nature has done a great deal to make this a school where children can grow strong and we are doing all in our power to supplement these natural gifts.

#### DISCIPLINE.

In preparing this report we were tempted to leave out this time this section, for there is practically nothing to say on the subject. We had almost no need for discipline last year. And we would omit it were it not for the fact we wish to record here some of the features that have enabled us almost to forget the question of "the rod and the child."

In fact, our plan worked so successfully this year, that toward the close of the session we began to grow suspicious—we



began to fear that we were not being informed by teachers and officers of all that should be reported. For weeks last year, we ran and scarcely knew we had three hundred children in our family.

We announced early last fall that we expected to begin systematically the rewarding of those children who kept themselves clear of demerits. We arranged socials for them, serving refreshments, and planned games that all could enjoy. The members of the faculty entered heartily into this plan and these monthly entertainments were always well attended by them. We made the reward for the good child so attractive that the disobedient child felt he was playing a losing game and he soon came over and joined us.

We have not discarded punishment, nor have we adopted any plan of self-government: we have simply put a premium on careful obedience and made it pay. The children soon caught the idea and they made it pay for us.

Never has this school enjoyed a finer spirit of loyalty among the student body than it did last year. Show an interest in the child and do something for it and it will respond freely.

#### INDUSTRIAL DEPARTMENT.

Any department that receives two hours daily of the time of our intermediate and advanced children should receive the thought and care of the Executive Head of the School: for where the child is, there the Superintendent should be. And we have given no small amount of our time to this Department. There are two extremes in this section of our work that we have always endeavored to avoid. The one is converting this Department into purely a money-saving department for the school and the other is making it bear no relation to the economies of the school. We can best illustrate this by a concrete example. It would be an injustice to the school and to any girl to allow her to work on a beautiful piece of fancy work when she did not know how to hem sheets and when the school needed sheets: it would be equally poor policy to make a girl who had been fully trained in plain sewing hem sheets all her time simply because the school needed sheets. Our policy always has been to make this department work to the economic betterment of the school, so far as it could be done advantageously to the child.

While we made 364 sheets for the school this year, we did it with those girls who needed this type of plain sewing. This same policy is followed throughout all our Industrial Department.

This department of work begins at two o'clock and closes at five o'clock, five days in the week and runs on Saturday morning from eight o'clock to twelve o'clock for the boys.

The blind girls are taught domestic science, basketry, rug weaving, knitting, crocheting and plain sewing. The deaf girls are taught domestic science, dressmaking, and fancy or fine needle work. The domestic science course this year for both departments was reorganized and placed upon a graded basis and made to count in our unit additions. Text-books were employed and regular lessons assigned. The dinners which were served by the various classes toward the end of the year gave evidence of improvement in this department.

The most difficult problem in our Industrial work is to find trades or industries that are suitable for blind girls—trades that carry an educative value and at the same time open to them the possibility of a small income after leaving school.

We believe these conditions are best met in the trades we are now teaching them. The deaf girls find no difficulty in taking care of themselves after leaving school. Those who do not marry and become homemakers—a majority do—go into various lines of work for which they are prepared here.

The boys in the Department for the Blind this year continued the trades we have followed for several years—the making of mattresses, brooms, brushes and mats and the seating of chairs. Of these trades we consider the mattress making the best for our boys, for here they come in for less competition with the machine product. Then the outlay of capital to establish this business is small. We continue to make the full cotton and the filled mattresses. The boys of the Department for the Deaf are taught shoe-repairing, wood-working and printing. By wood-working we mean that they do practically all the repair work around the school and make some furniture for use in the school. In the printing-office the boys are taught job and straight work including instruction on the linotype. Our graduates in both departments carry with them the equipment to make tax paying citizens, and they are putting this equipment into practice.



## MUSIC DEPARTMENT.

For the children in the Department for the Blind we maintain and have maintained since the school came into existence a Music Department. We carry two instructors for this Department who give full time to it. Every child in the primary and intermediate grades receives two lessons a week on the piano and three lessons a week in chorus work. This much of our music course is required. There are two reasons why this principle is followed. First, there is mental development for the beginner taking our elementary course as it is given and second, practically every boy and girl can be given the ability to command the simpler melodies of our religious and patriotic life. Since the introduction of the punctographic system of writing for the blind the lessons for the piano are written out and given to the child to work out on the piano and by working out to memorize. He may never develop into an expert pianist, but he must develop mental power from this course. This year we added to this Department an additional part-time instructor in tuning and gave our older boys a larger and more thorough course in piano tuning and repairing. The work of this Department reflects credit upon the school as evidenced by the generous praise it receives at our public entertainments.

## PHYSICAL TRAINING DEPARTMENT.

Elsewhere in this report we stated that in a school such as this athletics could not be carried to an extreme—it may be in schools for normal children. At the opening of schools last year, we stated that we expected to make this a year in which athletics was to receive special emphasis. We began by securing an additional athletic instructor, a man, to look after all the work for the intermediate and advanced boys. Football practice was started though not in time to put a team in the field. Basketball work for the boys was continued and our team was the second best in the upper part of the State and defeated the team from the North Carolina School for the Deaf. A representative from our track team won his way into the finals in Columbia in two events. Our baseball team made a creditable showing. Our girls' basketball team also won a majority of games played.

But our ambition is not to put out a winning team in any special field of athletics but to develop and improve the physical life of every boy and girl on our campus. This includes our two children who are both deaf and blind.

Additional athletic grounds were provided and our boys and girls were supplied with gymnasium suits. For two hours every afternoon our campus was covered with boys and girls undergoing athletic development. The instructors caught the inspiration and helped to make this, indeed, a year of great physical betterment for the children.

In May, before the close of school, on two successive Saturdays we held the class Athletic Contests and awarded class ribbons to the winners. Every boy and every girl in the school took part in these contests and the records, compared with those of former years, show that the large amount of energy expended here had produced results.

Every child has a physical record card and monthly weight and measurements are entered here. When no normal physical development is noted the child is placed under the observation of our physician and treatment is outlined. Oft times special diet is recommended and this is carried out by the domestic department of the school.

In addition to all this, classes in special or corrective gymnastics are formed each fall following the examination of the children by the doctor and the athletic instructor. These children are given daily exercises outlined to overcome some physical weakness. One case will illustrate this phase of our work. Our doctor, upon the advice of an oculist in Spartanburg, advised a series of physical exercises for the improvement of the sight of one of our boys. This work was undertaken and in three months time tests proved that we had improved his sight one hundred per cent.

We expect to ask for additional equipment next fall to foster and improve this phase of our work—we having outgrown the little gymnasium which was built and equipped for the school thirty years ago.

#### LITERARY DEPARTMENT.

For several years, we have submitted a report of the Principal as our report covering this feature of the work; and we do so



again, feeling that it covers this phase of the work fully and accurately.

#### PRINCIPAL'S REPORT.

In conformity with your request, I herewith submit for your records a succinct statement of the literary work of the South Carolina School for the Deaf and the Blind for the year 1922-23.

It is indeed hard to give in written form a summary of a work that has dealt largely with character building and to a much less degree with the collecting of class records and marks. We do not intend to give the impression that we do not collect and study records and statistics: we do. And we probably do this to a larger extent than any other school in the State. But the great thing we study and plan for is the child. After school closes and the children are all gone and we sit in our office surrounded by and almost covered with facts and figures compiled during the year, we feel that all we were interested in has gone—the children. And the recorded facts do not always point to the correct conclusion: oft times the record would prove the boy undesirable, but a close personal study of him reveals undeveloped qualities of a good man. Two hundred, ninety-three children and twenty-four instructors made up last year the living material with which we had to work. This gave us an average in the department for white children of eleven to the class, which compares favorably with the best schools in the United States. When one remembers that a great deal of the school-room work with deaf and with blind children is individual work, he will understand why one teacher cannot handle large groups or classes.

Of the two hundred, twenty white children, one hundred, forty-five were deaf, seventy-three were blind and two were blind-deaf. Thirty-nine of them were in the school for the first time. Eighty-eight children and nine teachers composed the group that worked in the first four grades in our Primary Building; while the remaining one hundred, thirty-two children and eleven instructors made up those working in the fifth to eleventh grades inclusive, which grades are taught in the Main or Administration Building.

It may not be amiss for us to record here that the hours, discipline, treatment and food for our primary children is differ-

ent from that of the intermediate and advanced boys and girls: and this is as it should be. We have made a very careful study of the child and its possibilities and have arranged our hours and the work within those hours in order that we may receive the very best results for and from the children. It is no easy undertaking for a deaf or a blind child to gain an education; it is a strain on both the child and the teacher and everything possible should be done to minimize this strain. And yet at the same time the child must be impressed with the idea that work and not play is expected of him.

The morning session in our Primary Building opens at eight-thirty and closes at twelve-thirty, with a lunch recess of fifteen minutes. The real work of the day is done during these four hours. The time is broken into half-hour periods in all these lower classes. The afternoon session is from two to four. The first hour of this is devoted to straight school-room work, while the second one is given over to aural work, rhythm work and busy work of various kinds. After the close of school the children have two hours of play—outdoors, if possible, if not, then in the big play-rooms. At seven o'clock in the winter and seven thirty in the spring and fall they are put to bed, which makes it unnecessary to awaken a child for breakfast.

The work in this building is carefully outlined for the various teachers and its execution closely supervised. Year books giving the year's work in detail are made during the year and a copy is given to each child in the class at the close of school. In some of the classes the children are able to make their own year books. These books, in loose leaf form, really constitute their text books. Accurate records are kept of each child's daily work and on these records promotion cards are issued. Monthly tests are given as a guide for the teacher and the Principal. The principle of rewarding the good children with plays and parties has had a most stimulating effect upon the children in this building. This, coupled with our individual health charts which each teacher kept and which carried a reward for a perfect score, gave us a group of children eager to learn and eager to please.

We have stressed this year in the primary classes our language work. We have introduced some new features in connection with this work that we hope will help us to give our children a better command of the English language. We have continued this year



the aural work begun last year and have featured it this year even more than we did last year. We are very much interested in the report that a machine has been perfected that will measure accurately the hearing of a child. With such an instrument we could record the progress of this work for each individual case.

We wish to call special attention to the work of our two blind-deaf children. Joshua Lee who came to us for the first time last fall did the best first year's work that we have ever had done by a child both deaf and blind. We attempted with him voice work during the first year and secured very satisfactory results. Ruby Miller who has been with us for several years, all things considered, did her most distinctive year's work. Three years ago we determined that she could and therefore should by the touch system learn to read speech from the lips. This she can now do to a practical extent. Her daily recitations were carried forward during the latter part of this year by the speech reading method. At our closing exercises we placed her before the audience prepared to read from the lips of her teacher any question that might be asked her: this she did.

In the Main Building, where the fifth to eleventh grades inclusive are taught, there is a different atmosphere and a different treatment. The childish things and ways are put aside and the work becomes harder. Lessons must be prepared outside and original work must be done. School opens at eight in the morning and continues to one and again from seven to eight in the evening. More responsibility is put on the child and more opportunity is given him for self-development. In the Primary Building he had mastered his lessons because his teacher forced them upon him; here he gets the idea of cooperation and personal responsibility. The same careful system of outlining the work is followed here and the same system of records kept. However, tests are given three times a year in the Grammar grades and in the high school department twice a year. Except for mathematics, the half hour periods are followed to the high school where they are lengthened to forty-five minutes or to one hour. It is necessary in schools such as this that the schedule be rigidly followed, otherwise the four departments would be in constant conflict. As it is, there are occasional conflicts but these are so arranged that the loss is reduced to a minimum. Here again we make a difference in the treatment of our high school girls and boys and those of the grammar grades. For an



eleventh grade boy to fail to prepare his work should be a more serious offense than for the same thing to be done by a fifth grade boy. At the same time, with this added responsibility should go more liberty and there does. This year was marked, in the school-room, by a fine spirit of obedience and cooperation. Our records show that there was not during the year a single act of major disobedience on the part of any boy or girl. Our records further show an average of ten out of three hundred children reported each Monday morning for the previous week, and eighty per cent of these were for talking. And we have long ago taken the position that this is the fault of the teacher rather than of the children.

We entered again this year a team in the State High School Debating League under the auspices of the University Extension Department. We were classed this year with teams representing the Gaffney and Union Schools. Unfortunately for all this year, no negative team won, thus eliminating these three high schools in the first try-out. Our boys and girls are looked upon as strong debaters and reflect credit upon the literary department of the school. As we have stated in a former report this is one school that does not lose everything when it loses in a high school contest. For we are advertising to the people of this State that blind and deaf children are doing high school work here at Cedar Spring.

It was our pleasure in the spring to entertain the Kiwanis Club of Spartanburg together with the presidents and secretaries of the Spartanburg Chamber of Commerce, the Rotary Club and the Lion Club. This entertainment consisted of a dinner, furnished partly by our domestic science classes, and an exposition of the work in the various departments. We would like to insert here a short statement from the "Karolina Kiwanian," touching upon this entertainment: "Another very enjoyable occasion of this club was an entertainment given the Kiwanians by the South Carolina School for Deaf and Blind at Cedar Springs, S. C. This Institution is very close to the people of South Carolina by reason of its marvelous contributions to human happiness and progress. The entertainment of the evening proved an education to their guests. What the Kiwanians saw and heard deepened their sympathies and broadened their appreciation of the marvelous things that patience and training can do for those who come under the authorities of Cedar Spring.



In the hurry and stress of living few are mindful of those who become students of the state school for afflicted children, and the public, except when it is brought for a quiet hour with these children, does not realize how their deficiencies are overcome and they are permitted to make their contribution to life and the world's work. It is all a wonderful work at Cedar Spring and those who direct its affairs are the worthy representatives of the highest and best there is in a Christian civilization."

It has never been our privilege to entertain a more appreciative group of business men: we were glad of the opportunity to present for their inspection the work of our school.

We sent out in June our first eleventh grade graduates—four girls and two boys. There were two girls and one boy from each department. It has been our privilege this year in a personal way to compare the finished product of one of the leading high schools of this State with our own product and the comparison was not displeasing. Of these graduates three—those from the Department for the Deaf—have passed their entrance examinations for Gallaudet College at Washington and are ready to enter that College this fall. We wish to state here, by way of digression, that our school now has an average of 3.6% of its enrollment at Gallaudet College, while the average for the United States as a whole is *about* one per cent.. If all our students now at Gallaudet return and the three now ready enter our percentage of attendance will be probably the highest in the United States.

In the Department for the Blind of the three 1923 graduates, two are arranging to enter College this fall. We do not believe there is a high school in this State that can show a larger per cent of its 1923 graduates entering college than can our high school. All of which proves that we are instilling into our children a desire for a higher education.

The following medals were awarded at the close of the year: The Smoak-Linder Essay medal to Miss Thelma Callahan of Piedmont. The Belle Rogers Scholarship medal to Miss Margaret DuBose of Sardina. The Townes Willis Scholarship medal to Miss Grace Coker of Cheraw. The Athletic Essay medal—Boys—to Mr. Gladford Ruff of Whitney. The Athletic Essay medal—Girls—to Miss Thelma Callahan of Piedmont. The Sam Lanham Oratorical medal to Mr. John McCreight of Inman.

The James Street Typewriting medal to Mr. Harvey Atkins of Inman. The Faculty medal to Mr. Brunson Griser of Charleston.

These medals are given by friends and alumni of the school with the exception of the last, which is given by the Faculty of the school. It is not necessary to make any explanation in connection with any of these medals save only the last. Annually The Faculty of the School offers a medal to any boy or girl in the grammar or high school department going the entire year without a mark in punctuality, deportment or neatness. This is not based on mentality or scholarship and is therefore open to every boy and every girl in school. But it is difficult to obtain.

Four of these medals are given by the alumni of the school and show their interest in the school that educated them. In behalf of the winners of these medals and in behalf of that larger group who worked for them and failed, we wish to publicly thank the donors for these medals for the year 1923.

This concludes our report for the year 1922-23. We have tried to outline the important features of the year's work. We have tried to avoid too much of detail and too much of statistics: we have attempted to give results and not methods of arriving at those results. If the execution of the literary work of this school were ours, we would hesitate to make a report on it; but it is not. The actual work is in the hands of the twenty-four specially trained men and women who have been brought together here from all parts of the United States. You can plan and you can outline and you can supervise to a most excellent degree, but all will amount to very little unless you have to execute your work trained teachers who know how to go down to the children and bring them up. The outlining is minor; the execution is major. Therefore, since this is not our work we can say in behalf of those who spent the long hours in the school-rooms that they gave a good account of themselves and returned to the State which had bought their skill and energy a full measure of their best.

Respectfully submitted,

W. L. WALKER,

Principal.



## IMPROVEMENTS.

We regret to state that there were no improvements to the physical plant made during the year at our school because no appropriation was made for this purpose. We hope it will not be necessary for this condition to arise again.

## NEEDS.

The two headings, Improvements and Needs, have a close relation with each other: when there is nothing to be said under the head of Improvements, there is a great deal to be said under the head of Needs. Since our needs for the past year were not met, it is necessary for us this year to present our Needs for two years.

Your Board of Commissioners at its annual meeting in August, after a free discussion of and full examination into the question, decided that the following amounts for the purposes specified would be necessary for the proper functioning of the school:

Item 1—Maintenance .....	\$ 91,700.00
Item 2—Improvements .....	99,500.00
Total .....	<hr/> \$191,200.00

There is no explanation needed for Item 1. This amount, with economy, will enable us to feed and instruct our three hundred and more children. With this amount of money we can do it and do it in an effective way.

Item 2 under our Budget request is subdivided as follows:

## Group A.

Hospital .....	\$30,000.00
Cold Storage and Bakery .....	5,500.00
Buildings and Grounds .....	4,000.00

## Group B.

Gymnasium .....	60,000.00
Total .....	<hr/> \$99,500.00

Item 2 is divided as indicated above to keep before the minds of the members of the General Assembly that the items under group A were requested last year and had the endorsement of the members of both Houses of the General Assembly.

Concerning these requests we said in our last Annual Report the following:

"We feel that a moderate sum should be appropriated for beautifying our grounds and painting the outside of our buildings.

"The dignity of the State demands that our grounds be well kept and that our buildings be made as attractive on the outside as they are on the inside.

"At present we are hauling our ice five miles for our refrigerator. This is neither satisfactory nor economical. With the use of ice we cannot secure satisfactory refrigeration. With the amount asked we can install a modern refrigeration plant and, we believe, have sufficient money with which to equip our bakery. We would then be able to bake all our bread and rolls. This too would save us money. Both of these improvements we urge from the standpoint of efficiency and economy.

"We feel that our school has grown to that size where a small hospital is a necessity. It is best for the well children as well as for the sick ones that they be separated. We will not need a large building and have therefore asked for a very moderate sum for this purpose. While we realize that the operation of this hospital will mean a small increase in our Maintenance Fund still we are sure that no one can object to our little ones, when sick, having a place where they can receive the best and most scientific treatment. The addition of this unit to our plant would mean a great deal to our patrons and to our children."

This is the third time we have requested this small amount for a hospital and it seems that this need should be met without further delay.

The only new request that we have to present this year is one for a gymnasium and for this purpose we are asking the sum of sixty thousand dollars. Our architects have consulted with us concerning this matter and we have agreed that the amount asked for is sufficient to yield us the type of gymnasium that we need.

We have featured for years the physical development of the children of our school but are handicapped in that we have no adequate equipment with which to work. If there is any group of boys and girls in this State that needs a place in which to de-



velop physically, it is the deaf and blind children at Cedar Spring. This is a very urgent need and we hope that it will be met promptly.

Last fall the Superintendent with his family moved into the new residence built for him upon the campus. This new arrangement removed the Matron of the school, Mrs. V. E. Walker, from active participation in the affairs of the school and we recommend that her official relation with the school be severed. It has been her opportunity to serve this school for forty-five years as its Matron and her reward is the love of the hundreds of the deaf and the blind children for whom she has labored.

Your school was signally honored at the last meeting of the American Instructors of the Deaf held in Belleville, Ont. by having its Superintendent, in his absence, elected President of this Convention. It has been the unwritten law of this Convention for many years that its president should be the president of Gallaudet College. This year the President of the College thought it best that this precedent be broken and that the head of some school be made President of the convention. This honor fell to your Superintendent and for it we are deeply appreciative.

This completes the record of the seventy-fifth year's work of the South Carolina School for the Deaf and the Blind. It has been my endeavor during this year, as it has been throughout my entire official life, to see that the State received full value for every dollar she placed in my hand. It is no easy task to have everyone serving the public take a personal pride in his services. We believe we have developed this sentiment in and around our school to a marked degree. There are faithful officers and teachers connected with this school who love the children and who give of their time and energy far beyond what is required of them.

I wish to thank the members of this Board for their loyal support in every move that I have made to improve the product of our school. Cedar Spring has always enjoyed a Board of Commissioners that looked only to the best interests of the Deaf and the Blind children under their care: it enjoys that same great blessing today.

Courteously submitted,

N. F. WALKER,

Superintendent.

January 31, 1924.

## FINANCIAL STATEMENT FROM JAN. 1, TO DEC. 31, 1923.

The last General Assembly made the following appropriation for this school for the year 1923.

Item 1—For Maintenance ..... \$88,050.00

The current expenses for Maintenance for the fiscal year ending Dec. 31, 1923 amount to \$87,336.76 as shown by the following statement:

## RECEIPTS

Balance on hand Jan. 1, 1923 .....	3,717.86
From Appropriation for Maintenance .....	87,336.76
From other sources .....	775.25
Total .....	<u>\$91,829.87</u>

## EXPENDITURES

Salaries .....	\$31,677.64
Wages .....	13,956.13
Freight, Express and Deliveries .....	116.14
Traveling Expenses .....	279.92
Telegraph and Telephone .....	239.01
Repairs—General Plant .....	2,279.17
Heat, Light and Power .....	1,793.37
Food .....	13,889.01
Fuel .....	6,020.53
Feed .....	2,316.40
Office Supplies .....	158.96
Laundry Supplies .....	61.10
Medical and Surgical Supplies .....	174.80
Refrigerating .....	410.65
Educational and Recreational .....	1,443.85
Motor Vehicles .....	306.26
Agricultural .....	499.75
Clothing and Dry Goods .....	34.04
Other Supplies .....	436.01
Insurance .....	2,509.89
Scholarships .....	750.00
Household Equipment .....	2,589.96
Motor Vehicle Equipment .....	2,744.06
Motorless Vehicle Equipment .....	62.30
Live Stock .....	321.00
Educational and Recreational Equipment .....	27.58
Other Equipment .....	2,239.23
Paid State Treasurer—Sept. 29.....	493.11
Balance on hand Dec. 31, 1923.....	<u>4,000.00</u>
Total .....	<u>\$91,829.87</u>



## Building Replacements and Addition (1921).

Balance on hand Jan. 1, 1923.....	53.48
By Paid Above .....	53.48

## Addition Equipment and Furnishings (1922).

Balance on hand Jan. 1, 1923 .....	2,331.07
By Paid Above .....	2,331.07

## WHITE DEAF CHILDREN

H. Alexander .....	Horry	H. Davis .....	Greenville
H. Anderson .....	Greenville	D. Davis .....	Orangeburg
M. Bagwell .....	Laurens	C. Dickinson .....	Greenville
L. Bennett .....	Spartanburg	L. Denton .....	Greenville
S. Baker .....	Florence	M. Dewitt .....	Darlington
G. Benton .....	Horry	L. DuBose .....	Sumter
R. Barnes .....	Colleton	M. DuBose.....	Sumter
G. Barnes .....	Colleton	W. Duncan .....	Lexington
B. Benton .....	Florence	N. Dobbins .....	Cherokee
M. Bradley .....	Kershaw	D. Doweey .....	Darlington
L. Bradley .....	Kershaw	L. Dykes .....	Lexington
H. Brady .....	Charleston	W. Elkin .....	Oconee
C. Brant .....	Orangeburg	L. Felder .....	Clarendon
W. Brant .....	Orangeburg	W. Floyd .....	Greenville
J. Blume .....	Orangeburg	M. Gatch .....	Colleton
J. Broadnax .....	Greenville	L. Gatch .....	Colleton
J. Brown .....	Kershaw	E. Geddings .....	Sumter
W. Brown .....	Sumter	C. Gillham .....	Greenwood
M. Brown .....	Laurens	W. Green .....	Greenville
J. Bowers .....	Kershaw	H. Green .....	Greenville
B. Buchanan .....	Anderson	C. Griffin .....	Lancaster
G. Buffkin .....	Horry	J. Guice .....	Greenville
C. Burnett .....	Greenwood	M. Halford .....	Barnwell
V. Bush .....	Spartanburg	R. Hanvey .....	Oconee
T. Callahan .....	Anderson	P. Harbuck .....	Anderson
E. Campbell .....	Anderson	O. Hardin .....	Spartanburg
O. Chandler .....	Florence	L. Hartzog .....	Barnwell
M. Clark .....	Spartanburg	E. Harbin .....	Oconee
D. Cook .....	Dillon	G. Hayes .....	Lexington
J. Cooper .....	Laurens	D. Hays.....	Williamsburg
T. Coggins .....	Laurens	H. Heape .....	Jasper
L. Crenshaw .....	Anderson	W. Hembre .....	Laurens
M. Cromer .....	Richland	E. Horne .....	Greenwood
S. Curry .....	York	M. Horne .....	Greenwood
C. Currence .....	York	F. Horne .....	Union
G. Daugherty .....	Spartanburg	P. Hyman .....	Horry
C. Davis .....	Kershaw	W. Hyman .....	Horry

## WHITE DEAF CHILDREN—Continued.

D. Jaques .....	Charleston	T. Perritt .....	Marion
M. E. Johnson .....	Greenwood	E. Perritt .....	Marion
H. Johnson .....	Horry	R. Perritt .....	Marion
W. Johnson .....	Horry	Sadie Perritt .....	Marion
P. Johnson .....	Horry	Sophia Perritt .....	Marion
M. Johnson .....	Spartanburg	L. Parrott .....	York
Palmer Johnson .....	Horry	E. Petrie .....	Spartanburg
W. A. James .....	Richland	L. Poole .....	Laurens
F. Joye .....	York	H. Poston .....	Florence
L. King .....	Darlington	S. Poston .....	Florence
F. Kirby .....	Florence	V. Priestester .....	Hampton
T. Kirby .....	Florence	C. Prince .....	Spartanburg
W. Knight .....	Greenwood	M. Ramey .....	Oconee
H. Knox .....	Oconee	E. Redd .....	McCormick
F. Leonard .....	Charleston	H. Reid .....	Greenville
W. Lee .....	Spartanburg	E. Rhodes .....	Greenville
R. Lewis .....	Darlington	M. Riddle .....	Laurens
P. Locklair .....	Florence	W. Riddle .....	Laurens
I. Looper .....	Pickens	J. Richardson .....	Horry
L. Lokey .....	Laurens	J. E. Richardson .....	Anderson
A. Little .....	Kershaw	H. Richardson .....	Marion
L. Lynch .....	Laurens	C. Rivers .....	Chesterfield
Lois Lynch .....	Laurens	C. Robinson .....	Greenville
Alma Martin .....	Edgefield	E. Sansbury .....	Darlington
Alice Martin .....	Florence	S. Sauls .....	Orangeburg
P. Mason .....	Lancaster	S. Shokes .....	Charleston
L. Mauldin .....	Pickens	R. Slaughter .....	Orangeburg
H. Mealing .....	Edgefield	N. Southall .....	Richland
W. Moore .....	Darlington	B. Stabler .....	Lexington
D. Murphy .....	Union	J. Stanley .....	Richland
J. D. Myers .....	Orangeburg	B. Stalnaker .....	Anderson
M. McAlister .....	Oconee	H. Steinberg .....	Clarendon
H. McCall .....	Anderson	A. Stender .....	Charleston
M. McCullen .....	Florence	A. Starnes .....	Lancaster
F. McDowell .....	Chester	L. Stephens .....	Horry
R. McElrath .....	Spartanburg	J. Stoney .....	Sumter
H. McLeod .....	Kershaw	R. Stroud .....	Union
W. McManus .....	Lancaster	C. Strickland .....	Colleton
O. Neal .....	Spartanburg	M. Skinner .....	Spartanburg
F. Norman .....	Dillon	R. Sumrel .....	Laurens
J. P. Owens .....	Barnwell	M. Taylor .....	Richland
Jesse Owens .....	Georgetown	B. Tolson .....	Chesterfield
E. Owens .....	Calhoun	L. Towery .....	Spartanburg
J. Pendarvis .....	Orangeburg	S. Trowell .....	Kershaw
H. Perritt .....	Marion	C. Walling .....	Colleton



## WHITE DEAF CHILDREN—Continued.

R. Warren .....	Colleton	L. Wilson .....	Abbeville
R. Way .....	Orangeburg	C. Wilson .....	Lancaster
R. Weeks .....	Aiken	M. Wingo .....	Spartanburg
B. Westmoreland .....	York	L. Wood .....	Greenville
S. White .....	Pickens	N. Wright .....	York

## WHITE BLIND CHILDREN

H. Atkins .....	Spartanburg	B. Johnson .....	York
A. Black .....	Anderson	L. Johnston .....	Spartanburg
C. Bowers .....	Kershaw	G. Kirby .....	Florence
Leta Bonner .....	Spartanburg	B. Lee .....	Sumter
Lottie Bonner .....	Spartanburg	M. Lowe .....	Anderson
C. Bull .....	Newberry	Q. Martin .....	Spartanburg
J. Cooley .....	Spartanburg	F. Massey .....	York
E. Burch .....	Chesterfield	J. Middleton .....	Chesterfield
B. Chapman .....	Richland	M. Moore .....	Barnwell
M. Cash .....	Spartanburg	P. Moore .....	Kershaw
A. Cash .....	Spartanburg	F. Moore .....	Jasper
G. Coker .....	Chesterfield	S. McManus .....	Greenwood
J. Copeland .....	Pickens	J. McManus .....	Greenwood
A. Croft .....	Union	M. McClain .....	York
J. Dickens .....	Florence	J. McCreight .....	Union
E. Durham .....	Pickens	A. Nicholson .....	Anderson
A. Freeman .....	Union	J. Nicholson .....	Anderson
M. Freeman .....	Darlington	H. Ouzts .....	Greenwood
M. Frye .....	Lexington	B. Peden .....	Greenville
V. Fulmer .....	Aiken	M. Phillau .....	Oconee
J. Fowler .....	Spartanburg	E. Randal .....	Barnwell
L. Garren .....	Horry	L. Rast .....	Lexington
V. Garland .....	Spartanburg	B. Ross .....	Spartanburg
E. Godwin .....	Sumter	G. Ruff .....	Spartanburg
C. Godshall .....	Union	B. Rheuark .....	Horry
R. Glover .....	Charleston	E. Sanders .....	Oconee
M. Grant .....	Oconee	V. Sanders .....	Oconee
S. Grubb .....	Cherokee	F. Sanders .....	Oconee
E. Gosnell .....	Spartanburg	F. Smith .....	Greenville
B. Griser .....	Charleston	N. Stevens .....	Greenville
McD. Hancock .....	Richland	H. Sherman .....	Greenville
J. Hampton .....	Greenville	M. Shaw .....	Edgefield
I. Holder .....	Laurens	C. Taylor .....	Bamberg
P. Hinson .....	Richland	C. Togneri .....	Aiken
E. Hutto .....	Orangeburg	C. Thomas .....	Georgetown
R. Hydrick .....	Orangeburg	R. Tomlinson .....	Clarendon
L. Johnson .....	Greenville	M. Tomlinson .....	Clarendon

## WHITE BLIND CHILDREN—Continued.

B. Tomlinson .....	Clarendon	E. Walker .....	Sumter
M. Tyler .....	Horry	C. Watkins .....	Abbeville
T. Vanderford .....	Union	D. Wingate .....	Williamsburg
L. Walker .....	Greenville	Z. Welch .....	Richland
F. Walker .....	Sumter	M. Worthy .....	Union
A. Walker .....	Sumter		

## DEAF-BLIND

J. Lee .....	Fairfield	R. Miller .....	Richland
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## COLORED DEAF CHILDREN

A. Able .....	Richland	O. Kelly .....	Spartanburg
B. Abney .....	Newberry	W. Ladson .....	Greenville
W. Bobo .....	Spartanburg	L. Lipscomb .....	Cherokee
B. Boyd .....	York	H. Littlejohn .....	Spartanburg
H. Briggs .....	Spartanburg	A. Murphy .....	Spartanburg
L. Burgess .....	Sumter	J. McNally .....	Union
B. Clark .....	Spartanburg	E. Neal .....	Newberry
T. Davis .....	Greenville	L. Norman .....	Spartanburg
F. Dodds .....	Spartanburg	M. Pringle .....	Berkeley
C. Durham .....	Greenville	W. Reid .....	Cherokee
R. Earle .....	Richland	L. Reynolds .....	Richland
T. Edens .....	Greenville	S. Robertson .....	Richland
S. Felder .....	Orangeburg	L. Sally .....	Orangeburg
G. Gaillard .....	Charleston	J. Smalls .....	Dorchester
L. Gamble .....	Pickens	Charles Smith .....	Cherokee
J. Gilmore .....	Spartanburg	M. Smith .....	Spartanburg
J. Gillins .....	Charleston	C. Smith .....	Spartanburg
V. Guillabeaux .....	Abbeville	W. Steen .....	Cherokee
C. Harvin .....	Sumter	Z. Street .....	Colleton
C. Hickson .....	Orangeburg	A. Wallace .....	Cherokee
J. James .....	Kershaw	J. Walker .....	Georgetown
A. Kennedy .....	Georgetown	M. Ware .....	Anderson
B. Kennedy .....	Georgetown	W. Woods .....	Spartanburg
M. Workman .....	Kershaw		

## COLORED BLIND CHILDREN

N. Amaker .....	Orangeburg	H. Burch .....	Chesterfield
A. Baker .....	Sumter	L. Cave .....	Barnwell
L. Blassingame .....	Pickens	J. Davis .....	Sumter
H. Borders .....	Cherokee	I. Engram .....	Kershaw
H. Brown .....	Sumter	J. Ephraim .....	Fairfield
J. Bryson .....	Greenville	F. Foster .....	Spartanburg



## COLORED BLIND CHILDREN—Continued.

J. Green .....	Sumter	R. Myers .....	Lexington
J. Griffin .....	Clarendon	E. McCaskill .....	Kershaw
N. Gurley .....	Florence	H. Pompey .....	Lee
N. Henderson .....	Laurens	J. D. Sikes .....	Chesterfield
G. Holmes .....	Cherokee	E. Simpson .....	Orangeburg
A. Jackson .....	Anderson	Lizzie Smith .....	Spartanburg
G. Jackson .....	Richland	L. Smith .....	Kershaw
F. Littlejohn .....	Richland	B. Steadman .....	Aiken
F. Long .....	Laurens	I. Vinson .....	Spartanburg
J. Madison .....	Greenville	A. Washington .....	Kershaw
E. Means .....	Spartanburg	G. Williams .....	Laurens
J. Mims .....	Orangeburg	G. Whitmore .....	Orangeburg
	L. Wright .....		Charleston





